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In illustrations the book has a feature worthy of high commendation. There are 8 colored plates and 237 figures. All are well chosen, distinctly reproduced, and accompanied by an explanatory statement. No student needs to miss the significance of a single picture. In the bibliography covering the period, written by Professor Breasted, additional illustrative matter is pointed out in such a way that teachers and schoolboards can have no difficulty in selecting orders. It is to be regretted that this plan was not followed in the preparation of all the bibliography.

The *Outlines* is replete with maps. They number 28 and half of them are double-page ones.

Each chapter is followed by a set of questions designed to stimulate thought in the preparation of lessons and to aid the student in grasping the essentials in the body of the text. There are marginal headings.

The bibliography is highly commendable. There are references for each chapter grouped in the main under the following headings: general histories, sources, additional readings for specific topics, and illustrative works.

Besides having the topical treatment, the proportion, the maps, the illustrative matter, and the bibliography to commend it, the *Outlines* is admirably printed. It is on the whole well suited for textbook use. It is terse, practical, and business-like. The index is excellent.

HENRY NOBLE SHERWOOD

LA CROSSE, WIS.

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*State and County Educational Reorganization. The Revised Constitution and School Code of the State of Osceola.* By ELLWOOD P. CUBBERLEY, Professor of Education, Leland Stanford Junior University, California. New York: Macmillan, 1914.

In this book the author has given unusually clear and concrete expression to the principles of school administration as they apply to the state and county in the exercise of their educational functions—concrete in the fact that it presents the actual legal instrument through which a hypothetical state is to administer its education.

As such the book takes the organization and style peculiar to this type of legal document, in which respects it represents a rather new departure in educational literature. The aridity customary to legal diction is obviated by a liberal use of footnotes, which are conversational in style and throw much light on the underlying theory of the code. It is a frequent and happy surprise to hear fragments of a debate in the constitutional convention, or to listen to the critical comments of the code commission, at whose hands the old law has just undergone full revision.

Thus we are given at once a finished modern school law, and, partly by inference and partly by discussion, a fairly good history of the evolution of such laws in this country. Replacing the clause "equally open to all" by

"equal opportunity to all" appears to be a very simple little revision, yet it is a definite reinterpretation of the function of the state in education, a step which it has taken years to achieve in practice. Similarly one after another of the most fundamental as well as the most minute problems affecting the development of educational administration is passed in review, as the law is taking form in the hands of the code commission, showing the struggle through which a state passes in attaining the ideal in matters of education.

Osceola frankly commits herself to a strong central control, wherein it is made impossible for a municipal corporation to meddle with the income of the community's schools, or for the children of a poor district to be left without full opportunity for education. Yet there is ample provision for wide use of local initiative in matters which can be handled in that way. The county is made the unit for organization and administration, replacing the previous ineffective and unfair district system, and the appointive principle replaces popular election of all professional officers. The state encourages, but, by a careful system of supervision, also standardizes all parochial and private schools; and broadens the scope of education by including a comprehensive system of libraries, whose functions are closely correlated with those of teaching by offering definite school facilities to inmates of reform, charitable, and penal institutions, and by establishing a science extension division in the state museum. The organization of all these functions under the control of a state board of education is the feature which marks the Osceola system as utopian.

Unlike most other utopias, however, the book contains an appendix which shows the arithmetic of the scheme when applied. Here Osceola is not an imaginary state, but one whose assessed wealth is so much, whose population is so large and distributed in a certain way, making a school problem of given type and dimensions, the exact cost of maintenance of which is figured in detail, derived from sources indicated, and apportioned in accordance with the law; the detailed plan of organization and maintenance of a typical county system is shown to the last detail.

The book must be classed as being quite as profound in its contribution to the theory and practice of educational administration as it is unique in literary form.

J. B. SEARS

STANFORD UNIVERSITY, CAL.

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*Germany since 1740.* By GEORGE MADISON PRIEST. New York and Boston: Ginn & Co., 1915. Pp. 199.

"The rise of modern Germany has long attracted the interest of American readers, but interest has often been baffled by the complexities of German state and national life and by the mass of detail which historians have included in their accounts of Germany." Dr. Priest thus begins the preface to his historical account of modern Germany. Realizing this complexity of historical